

**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** UTSC Academic Affairs Committee

**SPONSOR:** Prof. Karin Ruhlandt, Vice-Principal Academic and Dean  
**CONTACT INFO:** 416-208-7027, [vpdean.utsc@utoronto.ca](mailto:vpdean.utsc@utoronto.ca)

**PRESENTER:** Prof. Katie Larson, Vice-Dean Teaching, Learning & Undergraduate Programs  
**CONTACT INFO:** (416) 208-2978, [vdundergrad.utsc@utoronto.ca](mailto:vdundergrad.utsc@utoronto.ca)

**DATE:** April 30, 2025 for May 7, 2025

**AGENDA ITEM:** 9

**ITEM IDENTIFICATION:**

Minor Modifications: Undergraduate Curriculum Changes, Social Sciences UTSC (For approval)

**JURISDICTIONAL INFORMATION:**

The UTSC Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus (AAC *Terms of Reference*, section 4).” Under section 5.6 of its *Terms of Reference*, the AAC is responsible for approval of “major and minor modifications to existing degree programs.”

The AAC has responsibility for the approval of major and minor modifications to existing programs as defined by the [University of Toronto Quality Assurance Process](#) (UTQAP, Section 3.1 and 3.3).

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (May 7, 2025)**

**PREVIOUS ACTION TAKEN:**

No previous action in governance has been taken on this item.

**HIGHLIGHTS:**

This package contains minor modifications to the undergraduate curriculum submitted by the UTSC Social Sciences academic units listed below. These changes require governance approval. Minor modifications are defined as adjustments that do not substantially alter program or course learning

outcomes but may involve modest changes to the structure of a program or course. Upon approval, these updates will be implemented for the 2025-2026 academic year.

- Department of Political Sciences (Report: Undergraduate Minor Curriculum Modifications Social Sciences for Approval)
  - 1 New Course
    - POLD10Y3: Grand Challenges UTSC
- Department of Sociology (Report: Undergraduate Minor Curriculum Modifications Social Sciences for Approval)
  - 2 Course Modifications

### **FINANCIAL IMPLICATIONS:**

There are no significant financial implications to the campus operating budget.

### **RECOMMENDATION:**

Be It Resolved,

THAT the proposed Social Sciences undergraduate curriculum changes for the 2025-26 academic year, as detailed in the respective curriculum report, be approved, effective September 1, 2025.

### **DOCUMENTATION PROVIDED:**

1. Report - Undergraduate Minor Curriculum Modifications Social Sciences for Approval



# UNIVERSITY OF TORONTO

University of Toronto Scarborough  
2025-26 Curriculum Cycle  
Undergraduate Minor Curriculum Modifications for Approval  
May 7, 2025

## Political Science (UTSC), Department of

### 1 New Course

#### POLD10Y3: Grand Challenges UTSC

**Description:**

This course challenges students to address global wicked problems that have catastrophic consequences for human life, such as climate change, extreme poverty, war, and famine. Students will select a wicked problem affecting human survival in one target region and will commit to tackling that problem for the entire academic year. This is neither a seminar nor lecture course, but an ideas incubator where students will work together in interdisciplinary teams to develop and stress test ideas for increasing human resilience in the most fragile parts of the world, using both design thinking and strategic analysis. In the first semester, students will engage in extensive library research in their respective fields of study, equal to the volume of a supervised reading course. The second semester focuses more heavily on group collaborations and project deliverables, which will require approximately 4 hours of work per week outside the classroom.

**Prerequisites:**

Any 14.0 credits

**Notes:**

This is an interdisciplinary D-level course open to all fields of study.

**Delivery Method:**

In Person

**Methods of Assessment:**

The methods of assessment are designed to align with each of the learning objectives. They are:  
Teamwork: 20%

It is impossible to engage in a design thinking exercise to solve wicked problems without a team. Teamwork is thus an integral component of the course, and students are expected to equally carry the weight and responsibility of their missions. The teamwork grade is comprised of active participation, spirit of collaboration, collegiality towards teammates, and demonstration of duty to the global mission. It is not possible to take this course as an individual player, and anyone who is unable to work in teams is advised not to enroll in this course.

At the end of the semester, students will submit a 1-page reflection, which is worth 10% of the overall Teamwork grade. The reflection exercise will ask students to critically reflect on their experience in the course, including their (1) challenges encountered in the project, (2) experiences working with teammates to develop innovative solutions, (3) feelings about the partner organization, and (4) personal growth and skills development acquired through the course. The reflection should also include a detailed breakdown of the percent of work contributed by each teammate.

Students will select their own teammates and will agree on a team charter at the beginning of the semester. In exceptional circumstances, if there is a violation of the team charter or a serious workload imbalance within a team, it is possible for a student who did not complete their fair share of the work to receive a zero for Teamwork.

This focus on Teamwork will support a number of the above identified Learning Outcomes, in particular:

- 1) Collaborate with scholars from a wide range of academic disciplines on a shared research problem.
- 2) Communicate their knowledge to across disciplines and integrate their research into interdisciplinary research outputs.
- 4) Conduct extensive team-based scholarly research on multiple dimensions of a wicked problem, which transcends any single scholarly discipline.
- 5) Use design thinking tools in team-based problem-solving exercises, especially to map system-level interactions in the wicked problem landscape.
- 8) Compromise, integrate, and weigh competing ideas to develop a coherent, professional team-based deliverable that could be presented to an expert audience.
- 9) Make compelling team-based presentations of research results to a professional audience, through slide decks, pitches, and posters.

#### Problem Mapping Report: 20%

The goal of the problem report is to identify and define the wicked problem and map out both the system-level and micro-level factors that are co-creating the problem environment. Depending on the case, there may be deep structural and historical factors affecting outcomes, as well as environmental stressors and specific government policies. Wicked problems are not monocausal, and so the goal is to identify the full spectrum of causal processes that are co-creating the outcome. At this stage, students are working to map out a wide range of causal factors and examine interactions between those factors. Once students have completed this mapping exercise, they will produce a team-authored report that presents the landscape of your wicked problem, succinctly covering the full range dynamics at play, all of which are co-creating the problem environment.

The Problem Mapping Report will support the following Learning Outcomes:

- 2) Communicate their knowledge to across disciplines and integrate their research into interdisciplinary research outputs.
- 3) Apply systems thinking to understand how wicked problems cross disciplinary boundaries, and how solutions in one area can affect outcomes in another.
- 5) Use design thinking tools in team-based problem-solving exercises, especially to map system-level interactions in the wicked problem landscape.
- 7) Develop resilience and adaptability when confronted with inevitable setbacks and failures, learning to “work the problem” as a team when unexpected challenges through an existing plan off-course.

#### Annotated Bibliography: 20%

Each team will collectively read an enormous amount of academic literature in order to gain enough mastery over their wicked problem to dare to make an intervention. Students will use a team-based citation software (Zotero) to complete this work. Each student on your team should be prepared to contribute at least 30 peer-reviewed academic sources from their discipline to this research endeavour. This work not only involves identifying resources but also reading the articles and providing a brief summary in non-specialist language on how the piece contributes to the team’s objectives. Everyone on the team will read the entire annotated bibliography before submitting it for grading and familiarize themselves with scholarship across disciplines.

The Annotated Bibliography will support the following Learning Outcomes:

- 4) Conduct extensive team-based scholarly research on multiple dimensions of a wicked problem, which transcend any single scholarly discipline.
- 8) Compromise, integrate, and weigh competing ideas to develop a coherent, professional team-based deliverable that could be presented to an expert audience.
- 9) Make compelling team-based presentations of research results to a professional audience, through slide decks, pitches, and posters.
- 10) Write a professional project proposal that is based on extensive research, which has the potential to develop into a pitch for Grand Challenges Canada.

### Solution Proposal: 10%

After the team has defined the problem and completed the foundational research, the next job students have is to move into the realm of solutions. At this stage, teams will look at the problem environment as a whole, with the goal of identifying opportunities for intervention which could mitigate some of the impacts of the wicked problem on human life. This work involves creativity and critical thinking and specifically challenges students to think outside of the box. The in-class components will involve visualization and team-based problem-solving. However, once teammates have agreed on what to do, their next step is to switch gears to a “strategic planning” mode.

The strategic planning process should translate big picture solutions into concrete and tangible steps. At this stage of the work, the goal is to present a clear and straightforward action plan that can be actualized in the real world. The solutions proposal should succinctly outline the complexity of the wicked problem in the introduction and then map out a proposed course of action that has the ability to mitigate the impacts of the wicked problem on human life. A good solutions proposal is realistic, manageable, and scalable. If it is a novel concept that costs a billion dollars to start, it will never happen. Teams should also ensure that their proposed solution has a way of measuring the effectiveness of interventions.

The Solution Proposal will support the following Learning Outcomes:

- 5) Use design thinking tools in team-based problem-solving exercises, especially to map system-level interactions in the wicked problem landscape.
- 6) Use strategic planning tools to translate big ideas into concrete actions, particularly in the development of interventions that could mitigate the effects of wicked problems on human survival.
- 7) Develop resilience and adaptability when confronted with inevitable setbacks and failures, learning to “work the problem” as a team when unexpected challenges through an existing plan off-course.
- 8) Compromise, integrate, and weigh competing ideas to develop a coherent, professional team-based deliverable that could be presented to an expert audience.
- 11) Develop skills in prototyping and stress-testing ideas in an incubation setting, in order to identify errors before implementation in the real world.
- 12) Rigorously and continuously assess how real-world interventions create unexpected secondary and tertiary consequences and correct the program design accordingly.

### Grand Challenges UTSC Symposium: 10%

Teams will present their work each year at a special Grand Challenges UTSC symposium held in late March, which is the keystone event for the course. Each team will produce a poster that visualizes your problem and solution, in such a way that is easily interpretable to others. Your team will create and present a research-style poster for presentation, which will be workshopped in the class, and then formally presented at the symposium.

The purpose of the poster sessions is to conduct an additional stress test of your ideas, as you give and receive feedback on projects. If this feedback uncovers a severe weakness in your team’s original solutions proposal, there is no need to panic. Uncovering errors in the planning stage is an essential part of this process. It is much better to spot your mistakes in the lab than in the field. To better understand your responsibilities in both presenting and “probing” other students’ projects, please see the details in the project timeline.

Finally, there will be several external guests at the Grand Challenges UTSC symposium, including judges from Grand Challenges Canada. Senior leaders across the university will also be invited to the event, and there may be university media coverage of the poster sessions. Be prepared as a team to present your work and yourselves in the best light.

The Grand Challenges Symposium will support the following Learning Outcomes:

- 2) Communicate their knowledge to across disciplines, and integrate their research into interdisciplinary research outputs.
- 3) Apply systems thinking to understand how wicked problems cross disciplinary boundaries, and how solutions in one area can affect outcomes in another.
- 9) Make compelling team-based presentations of research results to a professional audience, through slide decks, pitches, and posters.
- 10) Write a professional project proposal that is based on extensive research, which has the potential to develop into a pitch for Grand Challenges Canada.

## Final Report: 20%

This report builds on everything that students have done over the course of the semester, summed up in one concise document. The final report should:

- (a) define the scope of your wicked problem, and the complexity of the problem environment;
- (b) outline where your proposed solution would make an intervention into this complex system, and what your expected results would be of that intervention;
- (c) identify strategies for mitigating unintended consequences that you expect might arise;
- (d) present a realistic assessment of the value and feasibility of your proposed solution, given real-world conditions; and
- (e) outline the next steps needed to bring this project closer to the implementation stage.

Although there is no strict length requirement, please note that most funding agencies (e.g. Grand Challenges Canada) will not allow you to pitch a proposal that is longer than 2 pages (or in some cases 5 pages). It is therefore important to learn how to present your ideas in a very brief and compelling manner. That said, you do not have to restrict your page limit for this assignment. If your final report is 10 pages long, that is fine. Subheadings are welcome.

Finally, you should not despair if you tried hard, but your initiative failed the stress test. Your grades for this course are not based on whether or not you solved an unsolvable problem, but rather that you have learned how to enter into this challenging arena. Nevertheless, if through this course your teams' project turns out to be feasible and could indeed save lives, your team should consider continuing your work beyond the classroom, with the goal of competing for a funding opportunity with Grand Challenges Canada:

<https://www.grandchallenges.ca/funding-opportunities>

As noted above, each student will also complete their own independent reflection on their overall learning experience, including their experience of teamwork, problem-solving approaches, and lessons learned. The reflection will be submitted at the end of the course, separately from the Final Report, and will make up 10% of the overall Teamwork grade.

The Final Report will support the following Learning Outcomes:

- 2) Communicate their knowledge across disciplines and integrate their research into interdisciplinary research outputs.
- 6) Use strategic planning tools to translate big ideas into concrete actions, particularly in the development of interventions that could mitigate the effects of wicked problems on human survival.
- 8) Compromise, integrate, and weigh competing ideas to develop a coherent, professional team-based deliverable that could be presented to an expert audience.
- 11) Develop skills in prototyping and stress-testing ideas in an incubation setting, in order to identify errors before implementation in the real world.
- 12) Rigorously and continuously assess how real-world interventions create unexpected secondary and tertiary consequences and correct the program design accordingly.

### **Breadth Requirements:**

Social & Behavioural Sciences

University of Toronto Scarborough

### **CNC Allowed:**

Y

### **Credit Value:**

Fixed: 1.0

### **Learning Outcomes:**

Students who take this course will learn how to:

- 1) Collaborate with scholars from a wide range of academic disciplines on a shared research problem.
- 2) Communicate their knowledge across disciplines and integrate their research into interdisciplinary research outputs.
- 3) Apply systems thinking to understand how wicked problems cross disciplinary boundaries, and how solutions in one area can affect outcomes in another.

- 4) Conduct extensive team-based scholarly research on multiple dimensions of a wicked problem, which transcends any single scholarly discipline.
- 5) Use design thinking tools in team-based problem-solving exercises, especially to map system-level interactions in the wicked problem landscape.
- 6) Use strategic planning tools to translate big ideas into concrete actions, particularly in the development of interventions that could mitigate the effects of wicked problems on human survival.
- 7) Develop resilience and adaptability when confronted with inevitable setbacks and failures, learning to “work the problem” as a team when unexpected challenges through an existing plan off-course.
- 8) Compromise, integrate, and weigh competing ideas to develop a coherent, professional team-based deliverable that could be presented to an expert audience.
- 9) Make compelling team-based presentations of research results to a professional audience, through slide decks, pitches, and posters.
- 10) Write a professional project proposal that is based on extensive research, which has the potential to develop into a pitch for Grand Challenges Canada.
- 11) Develop skills in prototyping and stress-testing ideas in an incubation setting, in order to identify errors before implementation in the real world.
- 12) Rigorously and continuously assess how real-world interventions create unexpected secondary and tertiary consequences and correct the program design accordingly.

Students in this course will learn about important societal challenges, such as climate change, global poverty, and war, which are central to the learning objectives of the Political Science program. Although this course is interdisciplinary and welcomes students from different departments, our Political Science students will have the opportunity to bring their knowledge of global politics and government policy to their interdisciplinary teams, contributing to their team-based problem-solving work. The course therefore supports the Political Science Department’s program learning objectives of

- (a) mixed methods research, and
- (b) the application of research to resolve local and global problems.

**Course Experience:**

Partnership-Based Experience

**Topics Covered:**

The major topics covered in this course include:

- Climate change
- Food insecurity and famine
- Extreme poverty
- Mass displacement
- War and political violence
- Natural disasters
- Pandemics and endemics
- New security threats

**Rationale:**

This is a Y level course that will be offered in Fall to Winter Term. This course offers students a unique opportunity to engage in interdisciplinary team-based research on real-world problems. This proposal builds on a successful pilot version offered in winter 2024 and plans to expand into a truly interdisciplinary offering that brings in students from other departments. With the support of the CTL, the course promises to be a unique experiential learning opportunity for senior students who are interested in global engagement and humanitarianism.

This course examines global wicked problems – such as climate change, terrorism, and famine – that have catastrophic consequences for human life. “Wicked problems” are complex social or political problems that are extremely difficult or impossible to solve because they involve many interconnected and intertwined issues and are constantly evolving and changing. Not only is there no clear solution to a wicked problem, but addressing one aspect of the problem is likely to create unexpected consequences in another and may even create new problems. Each wicked problem is also unique, and solutions in one context cannot simply be applied to another.

In this course, students will identify and commit to a global wicked problem that is affecting human survival in one of the most vulnerable and stressed places on earth. The first step in this work will be to correctly understand the nature of their chosen wicked problem, uncovering how the problem is affecting survival in their target region. The goal in this course is not, however, to simply uncover the political and social reasons behind wicked problems. Rather, each student will commit

to face these wicked problems head on, finding new ways to innovate and adapt to maximize chances of human survival under extreme conditions. The course begins with a blanket presupposition that formal political solutions to these wicked problems have failed. Based on that assumption, students will need to identify novel ways that human beings can adapt to survive, without the expectation of help from states or international organizations.

This is neither a seminar nor lecture course, but an interdisciplinary ideas incubator where students will develop and stress test ideas for increasing resilience in the most fragile parts of the world, using both design thinking and strategic analysis. Students will work in teams to produce and present their proposed solutions to wicked problems, including at a forum similar to Grand Challenge Canada, with external guests from a wide range of disciplines and professional networks.

This interdisciplinary course is open to all students, fostering diverse perspectives and collaboration. As a D-level course, it builds on students' existing knowledge of the causes and consequences of major global crises, such as climate change, poverty, and war. This course will challenge students to move beyond scholarly critique and into active problem-solving, by teaching them how to work collaboratively in interdisciplinary teams, leveraging different types of expertise towards a common objective. These are real-world skills that our students will need in professional practice, whether they work in government, civil society organizations, or the private sector. This is an interdisciplinary course that will serve students from a wide range of academic disciplines and will be of special interest to Political Science and Public Policy minors, majors, and specialists.

**Consultation:**

Proposal Approved by DCC: September 4th 2024

Course code Approved by Office of the Registrar: Amber Lantsman, August 7, 2024

CTL Consultations:

- David Chan, August 3, 2023; December 11, 2023; July 3, 2024
- Dina Soliman, July 3, 2024

EL Office Consultation:

- Lynn Tucker, Associate Dean Experiential & Global Learning, April 7, 2025
- Al Hearn, April 10, 2025

Consultation with Participating Departments:

- Jason Brown (Biology) September 24, 2024
- Iris Au and George Quan Fun (Management) August 9, 2024
- George Arhonditsis and Shadi Dalili (Physical and Environmental Sciences) August 15, 2024

**Resources:**

This course is going to need special classroom space. The course is heavily centered on team-based problem-solving, which requires specific tools for effective design thinking and strategic planning exercises. Every team will need their own whiteboard for project mapping, a large, shared screen for their real-time collaboration, and roundtable seating arrangements that facilitate group discussions. This type of work cannot be completed in a standard lecture hall or classroom where white board space is limited. The course requires a learning space that is designed for team-based collaborations.

Professor Ahmad has already been in touch with CTL about the possibility of reserving some of the new classroom space in the new Sam Ibrahim Building (Instructional Centre 2), which would provide the exact type of learning environment needed for this course.

All resources will be covered by the department's existing budget.

**Overlap with Existing Courses:**

Based on discussions with CTL, there is currently no other course offered in other departments that overlaps with this one. Professor Ahmad has been in touch with faculty in other departments about supporting this course offering as an elective cross-listed option for their fourth-year students.

**Estimated Enrolment:**

60

**Instructor:**

Aisha Ahmad

**Proposal Status:**

Under Review



## Sociology (UTSC), Department of

### 2 Course Modifications

#### SOCC24H3: Changing Family Life in Canada

**Title:**

~~Special Topics in Gender and Family~~ Changing Family Life in Canada

**Description:**

~~A theoretical and empirical examination of different forms of family and gender relations. Of special interest is the way in which the institution of the family produces and reflects gendered inequalities in society. Themes covered include changes and continuities in family and gender relations, micro-level dynamics and macro-level trends in family and gender, as well as the interplay of structure and agency.~~

~~This course has been designated an Applied Writing Skills Course.~~

This course offers a theoretical and empirical examination of different forms of family and the major changes in the structure and culture of family life in Canada. In the first half of the semester, we will examine and unsettle the notion that there is (or ever was) a ‘typical’ Canadian family. We investigate major shifts in marriage, cohabitation, and divorce, and consider the implications of these shifts for various social actors. We also study the incompatibility of employment and family responsibilities, and how various responses to this incompatibility produce gender and global inequalities. In the second half of the semester, we investigate the diversity of family forms, as well as the problem of violence within the family. This course has been designated an Applied Writing Skills Course.

**Prerequisites:**

[SOCB05H3 and [1.0 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]] or [8.0 credits, including WSTB05H3 and enrolment in the Major program in Women's and Gender Studies]

**Recommended Preparation:**

SOCB22H3 or SOCB49H3

**Methods of Assessment:****Participation (10%)**

Active participation is expected at every lecture. Your class participation will be evaluated on the basis of the quantity and quality of your contributions to class discussion, your ability to actively listen and engage with other members of the class, and the level of understanding of the reading reflected in your contributions. Participation will be recorded for every lecture with the exception of week 7. In total, 7 out of 11 participation marks will be counted towards your mark. Because the lowest 4 scores will be dropped, no excuses or make-ups will be permitted for absences.

**In-Class Quizzes (20%)**

In weeks 2-6 and 8-12, a quiz consisting of 6-8 multiple-choice questions will be administered in class. These quizzes are based on the week’s readings and are meant to gauge your comprehension of key ideas in the readings. Students will have 12 minutes to complete each quiz. Quizzes will be open book, but students may only consult hard copies of the readings or their notes (i.e. no devices will be allowed). The best 6 out of 10 quiz scores will be counted towards your final mark. Because the lowest 4 scores will be dropped, no excuses or make-ups will be permitted for missed quizzes.

**Critical Film Analysis (20%)**

You will have the option of watching 1 of 3 possible films available online or on course reserves in the UTSC library. Your observations on the film will be the basis of a critical film analysis, in which you relate elements of the film to themes and concepts encountered in the course lectures and readings. The assignment will be scaffolded, with a 3–4-page outline of the paper due in week 5 (5%) and a 6–8-page final essay due in week 12 (15%). Guidelines describing detailed requirements for the assignment will be posted on Quercus under “Modules” à “Critical Film Analysis” in week 3 of the semester. Both installments of the critical film analysis will be submitted via Quercus.

**Midterm Exam (25%)**

The in-person midterm exam will be a mix of short answer and essay questions covering weeks 1-6, inclusive. All questions will require you to demonstrate an understanding of, and reflection upon, course materials. The midterm exam will be held in class in week 7 of the semester, and you will have 1 hour and 50 minutes to complete the exam.

#### Final Exam (25%)

The in-person final exam will be a mix of short answer and essay questions covering weeks 8-12, inclusive. All questions will require you to demonstrate an understanding of, and reflection upon, course materials. The final exam will be held outside of class, at a date and location to be determined by the University. You will have 2 hours to complete the exam.

#### Learning Outcomes:

This course offers a theoretical and empirical examination of different forms of family and the major changes in the structure and interaction of family life in Canada. In the first half of the semester, we will examine and unsettle the notion that there is (or ever was) a 'typical' Canadian family. We investigate major shifts in heterosexual marriage, cohabitation, and divorce, and consider the implications of these shifts for various social actors. We also study the incompatibility of employment and family responsibilities, and how various responses to this incompatibility produce gender and global inequalities. In the second half of the semester, we investigate the diversity of family forms, as well as the problem of violence within the family.

By the end of this course, students will be able to do the following by referring to course materials:

- Discuss the major transformations that Canadian families have recently undergone and what ramifications have they had on women, men, and children.
- Describe the variety of patterns of family organization which may be observed across different social groups in Canada and discuss what implications living in various types of families have for women, men, and children.
- Explain how normative ideas about families sustain hierarchies of age, gender, race/ethnicity, class, and sexual orientation in Canada today.

#### Breadth Requirements:

Social and Behavioural Sciences

#### Topics Covered:

- Examining traditional and historical family structures in Canada.
- Trends in Marriage, cohabitation and shifting relationship structures in Canada
- Heterosexual divorce and the impact on children,
- The division of labour, work-life balance and how paid and unpaid work impact on family life.
- Gender roles in parenting and societal expectations on mothers and fathers.

#### Rationale:

This special topics course has been offered as "Changing Family Life in Canada" for several years, and the faculty member who has taught it intends to continue doing so. The course title and description have therefore been updated to reflect course content. Methods of Assessment, learning outcomes and topics covered have been updated.

#### Consultation:

DCC approval: October 15th, 2024

#### Resources:

None

#### Instructor:

Professor Rania Salem

#### Proposal Status:

Under Review

### SOCD08H3: Scarborough Place-Making: Indigenous Sovereignty and Settler Landholding

#### Description:

~~This course charts the legal norms and social relations that, from the 1700s to the present, have turned land into a place and an idea called Scarborough. Students work with a diversity of sources and artifacts such as crown patents, government reports and Indigenous legal challenges, historical and contemporary maps and land surveys, family letters, historical plaques, and Indigenous artists' original works to trace the conflicts and dialogues between Indigenous and settler place-making in Scarborough. This course has been designated a Research Skills Course.~~

This course explores how the land where UTSC stands has been transformed, with a focus on settler colonialism and Indigenous self-determination. By looking at the history and ongoing impacts of settler practices and Indigenous knowledge systems, students will learn about the conflicts and connections between these ways of understanding the land. The course includes guided walks across different sites on campus as part of a hands-on, land-based learning approach, helping students

see and experience how these issues play out in the environment around them. This course has been designated a Research Skills Course.

**Prerequisites:**

~~10.0 credits, including SOCB05H3 and 1.0 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3] or 0.5 credit from SOCC61H3, or one and 0.5 credit from the following: [POLC56H3, POLC52H3, GGRB18H3, POLD54H3, ACMD98H3, SOCD18H3]~~

10.0 credits including SOCC61H3 and at least 0.5 credit of from the following: [ACMD98H3, GGRB18H3, POLC52H3, POLC56H3, POLD54H3, SOCD18H3]

**Note:**

Priority will be given to students enrolled in the Specialist, Major and Minor programs in Sociology, including the Critical Migration Studies Minor. Additional students will be admitted as space permits.

**Course Experience:**

University-Based Experience

**Rationale:**

The course prerequisites have been updated to include an additional course pathway (SOCC61H3) and an optional D-level course (SOCD18H3) in prerequisites. The change to the prerequisite structure will ensure pathways from other Social Science and Humanities into the course. The course is interdisciplinary in scope, so the expansion of pathways is appropriate. The change also allows for more flow-through across land-based learning courses and across courses that center Indigenous topics, specifically treaty citizenship, Indigenous self-determination, and settler colonialism.

The course description has been updated to include on-campus walks and now more accurately reflects the course content. The MOA and LO remain the same, as they already include reflective components. The course has now also been properly tagged with course experience – University-based experience.

**Consultation:**

DCC approval: October 15th, 2024

EL consultation (Atiya Hamid): February 25th, 2025

Consultation with Andrew Bomberly (Indigenous Curriculum and Pedagogy): April 15th, 2025

**Resources:**

None

**Instructor:**

Professor Patricia Landolt

**Proposal Status:**

Under Review